Multiple Intelligences: Theory in 1983 is Practice in 2015

A panel discussion at the A+ National Conference in Durham, North Carolina
Wednesday, August 5th, 2015, 10:15-11:30 AM

Here are the three studies presented by the panelists:

Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson, by Gökhan BAŞ and Ömer BEYHAN- Selcuk University, Turkey, *International Electronic Journal of Elementary Education*, Vol. 2, Issue 3, July, 2010.

      The aim of the research was to investigate the effects of multiple intelligences supported project-based learning and traditional foreign language-teaching environment on students' achievement and their attitude towards English lessons. The research was carried out in the 2009 – 2010 education-instruction year in Karatli Sehit Sahin Yilmaz Elementary School, Nigde, Turkey. 50 students in two different classes in the 5th grade of this school participated in the study. The results of the research showed a significant difference between the attitude scores of the experiment group and the control group. It was also found out that the multiple intelligences approach activities were more effective in the positive development of the students' attitudes. At the end of the research, it is revealed that the students who are educated by multiple intelligences supported project-based learning method are more successful and have a higher motivation level than the students who are educated by the traditional instructional methods.

In Australia / Multiple Intelligences in Multiple Settings, by Wilma Vialle, *Educational Leadership,* volume 55, number 1, September 1997.

      An overview of examples from a wide range of settings of the use of multiple intelligence integration in classrooms, locales and businesses throughout Australia. Focuses on a student-centered shift of teaching methodology using integrated lessons while respecting the relationship of parents in the education of their children.

Multiple Intelligences: From the Ivory Tower to the Dusty Classroom-But Why?, by Mindy Kornhaber, *Teachers College Record*, Volume 106, Number 1, 2004, p. 67-76

      This article draws on research conducted over a 10-year period in an attempt to answer three central questions about the widespread adoption of Gardner's theory of multiple intelligences (MI): Why do educators adopt MI? Once MI is adopted, does anything really change in practice? When educators claim MI is working, what is happening in practice?

Sandra Kent- skent@uco.edu, Jef Lambdin- woole@mindsping.com,
Melanie Landrum- melanie@arkansasaplus.org, Kathleen O'Shaughnessy- kathleen@aplusla.org

Multiple Intelligences: Theory in 1983 is Practice in 2015

Some Other Studies & Books You May Find Interesting & Helpful

Multiple Intelligences Meet Standards, by Jan Greenhawk, *Educational Leadership*, v55 n1 p62-64 Sep 1997
In the five years since a Trappe, Maryland elementary school put Gardner's multiple-intelligences theory into practice, students' overall achievement and confidence have risen substantially.

<u>**Multiple Intelligences and Student Achievement**</u>, by Linda Campbell & Bruce Campbell (1999)

Multiple Intelligence Styles in Relation to Improved Academic Performance in Kuwaiti Middle School Reading, by Eisa M. Al-Balhan Ph.D., *Digest of Middle East Studies*, Volume 15, Issue 1, pages 18–34, Spring 2006
Research was conducted with middle-school Kuwaiti children to assess the effectiveness of student multiple intelligence styles in predicting students' improved reading skills through academic performance. Results show that the students in the experimental group (mean = 48.99), whose multiple intelligence was applied to learning, performed better overall for the academic year than the students in the control group (mean = 45.30) who studied using traditional teaching methodology.

Learner-Centered Instruction and the Theory of Multiple Intelligences with Second Language Learners, by Marjorie Hall Haley, *Teachers College Record*, Volume 106, Number 1, 2004, p. 163-180
In an effort to understand learner-centered instruction from the perspective of multiple intelligences (MI), the purpose of this second teacher action research study was to further investigate the use of MI theory in shaping and informing instructional strategies, curricula development, and alternative forms of assessment with second language learners. Results of the study indicated that students did achieve greater success rates when the MI theory was implemented.

"Can I Pick More Than One Project?" Case Studies of Five Teachers Who Used MI-Based Instructional Planning, by M. Gail Hickey, *Teachers College Record*, Volume 106, Number 1, 2004, p. 77-86
Five middle grades teachers developed and implemented MI-based units of instruction. Participants experienced varying levels of collegial support for MI-based instruction, found students both embraced and avoided learning choices, noted importance of students' realizing their own personal learning strength(s), and reported motivation for continued MI use in instructional planning.

Multiple Intelligences Theory After 20 Years, by Branton Shearer, *Teachers College Record*, Volume 106, Number 1, 2004, p. 2-16
A selection of papers to commemorate the 20th anniversary of the publication of <u>Frames of Mind</u> by Howard Gardner. It is the author's hope that this special issue will serve as an invitation for ongoing dialogue, thoughtful research and lively debate regarding the mysteries of human intelligence.

Sandra Kent- skent@uco.edu, Jef Lambdin- woole@mindsping.com,
Melanie Landrum- melanie@arkansasaplus.org, Kathleen O'Shaughnessy- kathleen@aplusla.org